









# 'Indiscipline' disputes mask deeper malaise

PARIS Students at the Ecole Polytechnique, the most prestigious of France's higher education institutes, staged a week-long strike earlier this month.

The strike was sparked off by a trivial incident. A student unbent the collar of his military tunic during the annual dance of the Ecole. He was punished by 30 days' confinement to quarters for being "undressed".

It is not the first time that such minor episodes have brought about a confrontation between students and administrative staff over matters of protocol during the past year. Taken together, they point to a certain long-term malaise at Polytechnique.

The Ecole Polytechnique is run by the Ministry of National Defence. It is effectively a military establishment. Students are carried on the armed services' list of officers in reserve during their training, which lasts three years. Their education is intended to cost the state around 300,000 francs (£35,000) per head.

Although few of the students will enter the armed services' technical corps, the discipline, administrative responsibility and the day-to-day running of Polytechnique is in the hands of a serving general, M. Jean-Noel Angier, Director of the school.

Military discipline has often been an area of conflict between students and authorities. Students have argued that, since the overwhelming majority of them will no longer enter the armed services, its continuation is an historical anachronism.

Since 1968, disciplinary problems have been a regular subject of

discontent. Following the May uprising, students demanded some say in the reform of their academic syllabus. They were threatened with being sent back to the army for further training.

In 1971 a student was confined in quarters for 15 days because his hair was too long. This brought out the whole of the class of 1970 in protest. They refused to wear the highly distinctive uniform of the Polytechnique.

The uniform, like the discipline it represents, owes more to history than to convenience or in style. As Frank Boileau, this year's victim, found out. A "fore-and-aft" two-colored hat, not dissimilar to that worn by Nelson, is perhaps its most unusual feature. The high-collared jacket buttoning under the chin is another. They are not designed for comfort.

From 1973 the protests have assumed a more "political" character. A student representative on the governing board of the school, Daniel Schutzer, was given 30 days' confinement for the account of certain conversations held during the meeting of the governing body.

In May 1975 students were found to be distributing traces in the working-class areas of Vincennes, protesting against the regulation that requires them to complete military service before entering Polytechnique.

This last year six students were given a suspended sentence of 15 days for an article that appeared in the house journal. They had questioned the reform of the curriculum suggested by the governing body.

The move at Polytechnique from

# New coalition unlikely to bring much comfort to campuses

AMSTERDAM Dr. Ario Puls, a Liberal Party economist professor at Amsterdam University, has succeeded Dr. Jos van Kempen as Education Minister in Holland's centre-right coalition government.

Dr. Puls describes himself as "left" in political and cultural terms, and "right" in financial and economic terms.

With the fear that education may well have to sacrifice millions of guilders to help meet the expected severe economic cuts of the new government, the financial hard line taken against the universities over the past four years is expected to get worse.

It is doubtful whether the new government will take a softer line than the previous socialist-led coalition concerning plans to limit university courses in four years. But with the universities stubbornly refusing to whittle down their minimum seven-year courses, the new Education Minister can expect a head-on confrontation with them in the months ahead.

# Don's diary

## Questions

ationally, subjectivity, fairness, participation, excellence—these are good words, university words. It is these that I have been thinking about recently. As a visiting scholar from the United States, I have put to me most often in what's the tenure system in America like?

In part the question arises from a feeling of solidarity; most of you are here (tragically) that the system is harsh, competitive, and even if you are not, you want to see the fellow academics your sympathy and support.

Many of you sense that the American experience with tenure, involving as it does, explicit standards, procedural safeguards, and defined responsibilities, may have something to contribute to a current, essentially far-reaching debate about British universities.

Solidarity and relevance are good reasons for raising the tenure issue, but there is, I think, another one: it allows us to see the high cost of procedural rationality and democracy within the university and the unintended consequences of a system that seeks to do all the right things—be fair and objective, safeguard the rights of the individual, and further the substantive interests of the university, which are, I take it, a promotion of learning and the development of knowledge through teaching and research.

# Is there any reality behind the rhetoric?



James Porter

monthly and months. There is the gathering of evidence, consultation, consultation, assessment, an interim report, the meeting of a review committee, further reports. These are reviewed still further by a university-wide committee to assure comparability—another month or two on the way.

The Dean then makes his decision, which is ratified by those higher up, and still another month passes. Then the whole process starts over as an appeal is launched. Two months later the answer is received—almost always the same as before.

The anger sets in, the department, if it had made a positive recommendation, needs again to be minor but done. Everyone becomes upset, distracted, unable to concentrate on teaching, let alone research. Polarization begins to set in: the department is now divided into the "senior" members and the "junior" members, the haves and have-nots with respect to tenure.

James still has another year in the department. He is hurt, feels rejected, and is worried about his future. At the same time, his very presence is a source of concern for his colleagues.

James may well feel resentment at the university for treating him shabbily, unfairly, or however he perceives it. He most likely will be angry with colleagues whom he suspects (and often knows) have "betrayed" him.

Under this set of conditions, he is in no mood for teaching (what can he do to me, anyway? Why ask himself?), and he is likely to be asked to take part in university decisions or administration.

For a year at least, he is an outcast; the other members of the department are both embarrassed and sanctimonious; little can be expected of James except that he meet his classes.

modestly sponsored by the Robbins Report, higher education should be available for all those who are qualified by ability and wish to pursue higher education courses.

Many would say that the country had already gone well beyond the earlier implications of the Robbins Committee. That indeed seems to be the position at the beginning of this decade.

However, the truth in 1977 is chillingly different: it is clear that the likelihood of children from middle-class homes going into higher education is still three times as great as for children born to working-class families.

The current economic trends are likely to intensify this disparity. Also the types of courses which have flourished in recent years tend largely to be within the conventional disciplines of the 1940s and 1950s.

The fact, for example, the support for students who wish to pursue courses in the arts and for the institutions that wish to provide them is particularly vulnerable at this time of economic austerity.

There is ample evidence to show that students studying in pursue courses in fields such as music and drama, art and dance, find it much more difficult to get support and to find suitable institutions than in the case of students who wish to pursue English or history, theology or classics.

On the other hand, it is difficult to find any official statement which indicates that, in fact, the creative and artistic arts are regarded as less important areas of study and experience in history and classics. The regulator which underlines these inequalities and many others is the discretionary grant system.

As indicated in earlier columns, the effects of allowing discretion in one part of the higher education system tends to suggest that the part that is mandatory is more valuable and worthy of support than the one which is discretionary.

This relates directly to courses and subjects. It is to the content of the higher education that we are now turning. Full-time courses or advanced level area in: part-time courses of any level are largely out of the picture.

Also, there is an almost total emphasis upon the 18 plus age group. The size of the 18 plus cohort is regarded as the critical data in terms of higher education planning. There is much interest but little action in relation to the vast numbers of initially qualified students who miss the educational bus at 18 plus and are still unable to profit from higher education.

The recent report of the Oakes Committee, while, as indicated earlier, it may have some beneficial effects, is likely to be more concerned with status and power—that is the status of institutions and the power balance between local and central government.

There is still a fundamental disregard of the 88 per cent of the population who, whether or not they are qualified, willing or participating, will certainly not be encouraged or assisted to participate in the post-school educational revolution.

On the other hand, it is no longer possible to justify the way that is done in terms of the preparation of a highly vocational élite which creates the wealth for a patient and grateful majority outside the gates.

It is not easy to perceive the ways in which an élite and a people are distinguishably influential, particularly in the crucial middle ranges.

A student who has got his two or three A levels has already mastered many of the hazards and already has had substantial support in resource and human terms. He is then pressed to get an even larger increment.

It is difficult, therefore, to see any close relationship between current policies and the brave words of 1944 or the promises of the Robbins report.

Perhaps one of the problems is the fact that we have failed to go beyond the bland dilution of Robbins and, while concentrating on institutions in recent years, have failed to reconsider the financing of the students who will be expected to profit from post-school education.

Even the euphoric induced by a strong dose of Christmas cheer is unlikely to see such a transformation as a job for the New Year.

On the other hand, it might be worthwhile thinking of the 1980s as the decade when the majority really begin to profit from education other school.

# South Africa Urban blacks can study nearer 'home'

The Coloured University of the Western Cape is to open its doors to African students for the first time next year. It will thus become the first major higher education centre for urban blacks in the Cape province.

The decision will in many cases mean a great drop in tuition fees for urban black students who will no longer need to travel the long distances to "ethnic" universities in the black homelands.

# Mexico 'OU' move may add crowded colleges

The National University of Mexico (UNAM), which has signed an agreement with the University of Agulacalientes to provide instructional video cassettes, says that there is now "a great possibility of introducing an Open University".

It is hoped that if the Open University concept can be introduced, this might curtail the movement of students to Mexico City where they are already swamping the UNAM campus.

## Descriptions

The period of probation for a university lecturer in Britain is, ordinarily, three years. In the United States it is less. In the sixth year, a decision must be made either to retain a person, in which case he will have a lifetime position with the university, or deny him tenure, in which case he will be allowed to go on an additional year.

The standards by which he will be evaluated will usually include the following: (1) possession of professional degrees and training necessary to perform effectively as a teacher; (2) contributions to scholarship and to university and departmental governance; (3) basic administrative and service commitments.

In most cases, however, one must possess a doctorate, be a good teacher, have published an article in a journal, and have a number of administrative assignments and served on various committees, and so on. In one's favour, but it is generally not required. In other words, the level of achievement necessary to secure tenure or promotion to senior lecturer in Britain is in America necessary simply for retention.

## Possibilities

Fairness, procedural rationality, shared responsibility, academic integrity—these are all worthy working far. Yet in the system of tenure I have described, the costs are enormous and the fact that they were almost all unforeseen and unintended does not make them any less heavy.

Having said this, I nevertheless believe that a system of tenure is necessary and that we should expect universities to impose high standards. The mistakes that have been made and the problems that have ensued came largely from mistakes about means rather than ends. One can never eliminate the costs of tenure, but I think it is possible to reduce them substantially, to the benefit of the individual, the department, and the university as a whole.

Part of what is required is simply for greater care in recruitment. Instead of spending a few hours with a candidate, it may be necessary to spend a few days, but it is time well spent in the long run.

Many of the most serious problems (misunity, multiple, conflicting recommendations; confrontation; division; from teaching and research) arise, however, from the desire for departmental democracy.

But here, since one is not operating in fact on majority rule, but on a basis of minority veto, who seems to be the relevant democratic element? It is that one who is not a person in the department, even if recognized by the department, can now veto a decision.

Moreover, in many universities the tenure will never come up for review at all—instead they are given contracts for three to five years and then must re-negotiate. This, however, is not simple, and often is impossible, in a tight market. Thus after four or five to five years of teaching experience, one is at the end of one's academic career.

For those denied tenure, the chance of finding another university job is even less likely. It is on that point that an American university academic career can be very, very, and rather short.

## Agonies

The consequences of making the standards for tenure more rigorous. The process stretches on for

Every one is pledged to secrecy about the discussions, but, of course, the incumbent will always be with you, you rush out (I suppose) after the meeting, even if you are not a person in the department, can now veto a decision.

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# NOTICE BOARD

Professor John J. T. Owen, professor and head of the department of anatomy at Newcastle University, has been appointed to the Senior Lecturer Chair of Anatomy and headship of the department of anatomy in the University of Birmingham in succession to Professor John F. Egan who retired earlier this year. He takes up his new post on April 1, 1978.

Dr J. R. Webster, professor of education and dean of the Faculty of Education at the University College of North Wales, Bangor, has been appointed to the chair of education at the University of Wales, Aberystwyth, in succession to the late Professor J. L. Williams, who died last May.

A new chair of International Banking is to be established in the department of accountancy and finance at Heriot-Watt University, Edinburgh, which will be funded by the Bank of Scotland, the Royal Bank of Scotland and the Clydesdale Bank.

**Universities**  
**Cambridge**  
University Career Service: John Garnett.  
**Lancaster**  
Professor emeritus: Professor F. H. Lawson. Lecturers: R. L. Allwright (classics and modern English literature); Susan D. Clayton and P. F. Joyce (social administration); A. M. Hayward (art and environment); E. M. Lash and R. D. Penn (sociology); Dr J. A. Self (computer studies); P. A. Taylor (accounting and finance); G. J. Towse (operational research); Sally Tomlinson (educational research); Ruth D. Whitehouse (classics & archaeology).  
**London**  
Director of University Computer Centre: Dr Zacharov, Public Orator: Professor John P. Barron.

**The Queen's, Belfast**  
Computer science—£20,000 from the SRC for research on application oriented languages, under the direction of Dr. J. A. Self and Mr. McKegg.  
Faculty of medicine—£10,000 under the will of the late Miss Nina L. E. Carroll for research beneficial to handicapped children. The Trust is to be known as "The Carroll Trust".  
**Cardiff University College**  
Botany—Dr J. A. Bryant £17,353 from the SRC for research on anti-tumoural defence on oak white; Dr R. Harrison £10,201 from the SRC for research on the structure and antimutagenicity of the carbohydrate side chain of plasmic membrane glycoprotein.  
Engineering—Professor Wallace—£81,500 from the Department of Industry, Welsh Office, Cardiff, to carry out research into the development of advanced turbochargers for transport diesel engines; £10,000 from British Power Lower Ltd to carry out research on turbocharging comparison tests.  
Social Sciences—Dr R. A. Duchmann—£10,855 from the Department of Environment for a national survey of industrial monuments; Professor C. T. Scaudford £11,198 from the SRC for research into the effect of value added tax in the UK plant survey.  
School of Materials Science—Dr V. D. Scott—£35,000 from SRC for the purchase of a scanning attachment and goniometer stage.  
Hull  
Economics—Professor Stuart Wilson—£10,855 from the Department of an investigation on banking policy and structure; a comparative analysis.  
Applied Physics—Professor Robert Bamden—£21,000 from the UKAEA, Culham Laboratory for carrying out research on Toroidal plasma scattering experiments.  
Physics—£22,772 from the SRC Isaac £4,250 from the National Council for research into static control problems in mines in West Wales; Mr A. K. Isaac £18,700 from Gullick Foundation Ltd to continue his work on factors affecting the selection of self or advancing support systems.  
Archaeology—Professor R. D. Gillard £10,738 from the SRC for research on the excavation of a Romano-British site; a study of their corrosion products; Professor A. H. Jackson £10,738 from the SRC for research on the Romano-British site; a study of their corrosion products; Professor A. H. Jackson £10,738 from the SRC for research on the Romano-British site; a study of their corrosion products.

Professor A. H. Rose—£13,408 from the SRC for research into growth of the yeast cell envelope; Dr R. M. Cowley—£2,384 from the SRC for research on anti-tumoural defence on oak white; Dr R. Harrison £10,201 from the SRC for research on the structure and antimutagenicity of the carbohydrate side chain of plasmic membrane glycoprotein.  
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**COURSES**

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Journal of Sources in Educational History: a new publication in microfiche form aims to provide a basic original source material for students and teachers of educational history. (Available from: Croom Helm Publishing Co., 39, Bedford Square, London, WC1R 4EJ, annual subscription £12.)

**Awards**

Mr R. Johnson, senior lecturer in the department of ceramic technology at Bath, Gloucestershire, Polytechnic, has been awarded the University of Technology for his contribution to the knowledge of ceramic technology by the Council of National and Academic Awards.

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**OU programmes**  
Thursday January 5  
18.30 Open Forum: O.S.A. Topic: "The Open University: a new way of learning" (18.30-19.00) (19.00-19.30) (19.30-20.00)  
Friday January 6  
18.30 Open Forum: O.S.A. Topic: "The Open University: a new way of learning" (18.30-19.00) (19.00-19.30) (19.30-20.00)

**MODERN HUMANITIES RESEARCH ASSOCIATION PRESIDENTIAL ADDRESS**

The President of the Association, Professor Leonard W. Forster, will deliver the Presidential Address on "Literary Studies as Educational Literature" on Friday, January 6, 1978, at 6 pm, in the Lecture Theatre, University College, Gower Street, London, WC1E 6BT. Admission free without obligation.

**Agonies**  
The consequences of making the standards for tenure more rigorous. The process stretches on for

**Roger W. Smith**  
The author, an assistant professor at the College of William and Mary, Williamsburg, Virginia, USA, is visiting senior lecturer in politics at Glasgow University.



The NUS launches a new attack on Robbins' 'stunningly little' effect. Sue Reid reports

A little learning all life long

The Robbins report, hailed in 1963 as liberal and expansionist, has been condemned for institutionalizing some of the most reactionary elements of higher education in a new strategy document...

Technics was narrowing. They have fewer part-timers, fewer non-advanced students and, the NUS says, "in many cases could be distinguished by their local chauvinism rather than their intended social responsiveness..."

enormous potential for development within this sector. Unwittingly Russell gave yet further weight to those who argue that vocational training should be provided by the Manpower Services Commission and not by the education service...

On education and training, the NUS warns that the two must be unified. "In the immediate term we must attempt to set clearly defined educational goals for the MSC courses and secure content arrangements for all people undertaking education and training courses."

We apologise in our readers for the fact that this space is blank because of the unofficial action by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers.

How a spiritualist is helping with a grave environmental problem

Why does Eva Twigg, the spiritualist medium, have in common with Mrs Norman Hicklin, Ph.D. BSc, FIBiol, PZS, FIVS, FRES, the world expert on mushrooms, insects and fungi?

The answer is that both are star performers in an extraordinary series of public seminars run by the Faculty of Environmental Studies at North East London Polytechnic.

Mr Hillman insists that his pre-occupation with death springs not from a morbid fascination but from a real environmental problem. In London alone, he puts out, 3,120 tonnes of soil are taken up with earth-walkers, grave-diggers and "burial workers"...

Simon Midgley describes how one man's death affected a merger battle

Tug-o'-war college a victim of the power game

The death of one man in Coventry earlier this year has probably changed the face of that city's higher education for ever.

But in 1973 the Government realised it had got its figures wrong and the college's student population target was reduced to 700.

Warwick University had grown up during the previous 10 years on a site about half a mile from the college. During this time the two institutions had developed a 'special relationship' which was based on close working links.

At the time of the announcement, Mr John Butcher, Warwick's vice-chancellor, issued a fairly outspoken statement in which he said that it appeared that "only control of the university, or at any rate such parts of it as were to be concerned with teacher training, could satisfy the city."

He singled out three main policy issues: Why should the local education authority give up 1,350 student places, 650 residential units, about 50 acres and £9m investment that is still so urgently needed in the local authority sector?

At a special meeting of the Coventry City Council, however, the controlling Labour Party group voted in favour of a polytechnic merger, despite Conservative opposition.

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Mr Pote Asby: "We went to extend the debate."

Peter Daw

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# Do social scientists mean what they say?

## Peter Nokes explores the linguistic tangles that arise when social science tries to explain what it is about

Recent discussion about the role of social scientists in the universities raises the question of whether, and in what sense, they mean what they say. It is not, of course, a question of deception or insincerity, but one of content.

"Theorizing," says Mr Richard Johnson, employed in a key position in the human sciences, is what matters. He asks a key question: "Theorizing is it useful to work?" But it may be felt that "useful" and "levels of abstraction" are strange terms juxtaposed in the context of human affairs; "useful" applies to words like "model" used in respect of the choice between "conflict" and "consensus" models of society.

This is very provisional language. It suggests something less than contradiction, and indeed as a word of contrast. Rather the reverse. Good teaching requires the exposition of more than one point of view, and particular respect has to be given to points of view that we do not privately subscribe to.

Beyond this we live in a world of hypothesis, of what might be the case. G. E. Moore refused to leave common sense at the door with his umbrella when he came in to do philosophy, but he was equally careful not to be carried away by it. We habit world where pigs might fly, and it is our business to establish the circumstances in which this might be possible.

Idea are to be entertained, but they are not to be taken too literally. It is immensely valuable in the sciences, where it is vitally connected with the issue of discovery, to be able to contract to agree to say nothing, to say that it is what the advancement of knowledge means.

This poses two problems for the social sciences. The first relates to the real difficulty of saying anything that has not been said before. The second is that it is possible in the physical sciences because the methods of investigation are not available to the common man. It is possible in anthropology, since anthropology is the study of man, and man is everywhere.

It is, therefore, "society" that is at fault now. But that is to raise all sorts of difficulties about where the social scientist's work fits in, and how it is to be done. It is, in fact, a matter of method. It is a matter of how to do it, and it is a matter of how to do it.

It is not, of course, a matter of how to do it, but of how to do it in a way that is meaningful. It is a matter of how to do it in a way that is meaningful, and it is a matter of how to do it in a way that is meaningful.

## North America

by Michael Illiyon

# Bakke provides a rare focus for all ills

## We apologise to our readers for the fact that this space is blank because of the unofficial action by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers.

A self-effacing 37-year-old engineer of Norwegian descent stirred up more passion in American higher education last year than any other person has for years.

Alan Bakke, the white student who sued the University of California for reverse discrimination, became a cause célèbre in 1977, breaking a taboo of argument, rhetoric, demonstrations and political lobbying.

For American society and the future of the civil rights movement, his case is crucial; for higher education it encapsulates, virtually all the major issues troubling colleges and universities.

As America has heard countless times, Mr Bakke was twice rejected by Davis medical school, although 16 black students with lower grade averages were admitted.

A California court decided he had been a victim of racial discrimination. The university appealed to the Supreme Court, and on October 12 the nine justices heard what has been described as the most momentous civil rights case since the famous school desegregation case in 1954.

This case divided higher education almost as bitterly as it divided (and confused) traditional liberal allies in the civil rights movement. Universities, whatever their political affiliations, were generally anxious that the programmes to encourage minority students should not be placed in jeopardy.

But a number of academics were outspoken in their opposition to any remedy to the wrongs done to

## Overseas

by Paul Moormen

# Taxi-driving PhDs spread

A further round of campus belittling, affecting both academics and students, was evident in a case expressed about worsening graduate joblessness; and many institutions were forced to make economies by freezing staff vacancies. There was growing official recognition that students at the universities to over people over the past decade had been led to a larger pool of highly educated unemployed.

Tales of taxi-driving PhDs, long common in Italy, began to crop up in Scandinavia. Nine per cent of higher degree holders in Sweden were out of work, double the figure of 1976; in Norway the figure was 11 per cent. Government estimates to Denmark warned that 100,000 people who have had post-compulsory education could be jobless by 1990.

In France, concern concentrated on possible staff cutbacks. The country's vice-chancellor told President Mitterrand that present policies would mean that universities would only be able to take on 200 new staff annually over the next 15 years. Early retirement together with the reallocation of some professorial chairs were suggested as ways of unblocking the promotion ladder. Sweden's new government, which in July passed into law the US8 legislation—the missive shake-up of higher education which had been gestating for 10 years—hoped that the planned unification of all third-level studies would lead to more mobility of academic staff.

Keen disappointment was felt in Australia, especially in the campuses of the country's new universities. Increased the University's budget by only 2 per cent, a figure which lagged far behind the inflation rate. Universities as diverse as Macquarie and Sydney froze significant numbers of posts. Such jealously guarded posts as education years for academics came under government scrutiny.

Keeping vacancies vacant was also widely adopted in South Africa. The University of the Witwatersrand, for example, in 1977 had 60 deliberately unfilled jobs. In many cases research grants were savagely cut, with major universities turning to large private corporations to bail them out.

International concern over terrorism in West Germany on the Bonn government's reactions to it—highlighted once again the mounting anxiety over the country's

## Deutscher policy.

All public sector employees, including many academics, have to prove they are not applying for jobs in the private sector. This has worked well in the public activity of medical academics.

Even West Germany's students managed to boycott lectures for two weeks in December without incident. The protest was over leaving military service. The government is now trying to reduce the regional government's membership of student unions and to try to introduce fixed-period undergraduate courses. The students' angry too, at the falling worth of their grants, were not least keen to hear a government spokesman say they are the only group in the country which is paid to sit around and talk about politics.

The introduction of four-year courses for most subjects continued to be strongly resisted by academics in Holland. With the final collapse of the socialised caretaker government in December and its replacement by a centre-right coalition, the universities were hoping for an easier ride than they have had from the present coalition. Professor Jos van Kemende, in particular, they will be pressing for an end to long-term plans to abolish the university sector as a separate entity.

A new government also took over in Ireland: all progress towards the publication of a long-promised Higher Education Bill appeared to have been halted. Squabbling between the universities and the government continued. In India, the new Janata administration ended Mrs Gandhi's tight hold over the universities; but only succeeded in releasing a long, pent up head of steam. Universities were looking for the setting of universities who "collaborated" with the Emergency were made: some were granted.

In the oil-rich countries of the Middle East universities opened as quickly as the cement set on the desert buildings. But there were few qualified students to fill them and even fewer staff to teach in them; dependence on expatriates was heavy. In Italy, student enrolment—now well over the one million—has not been able to absorb the number of students. Over 50,000 started to give up the struggle to register. In Australia, the National Union of Students split by leaving rivalry, continued to let its travel service go bankrupt. It was rescued by, among other things, the Department of Education.

## Science

by Clive Cookson

For the first time in several years, the balance for British science (lited towards the goal during 1977. It is purely financial terms, prospects began to improve. There was no repeat of the dramatic crises of 1976, when repeated government spending cuts, soaring costs and a sinking currency caused severe distress to all five research councils and especially in the Internationally Commissioned Science Unit.

Instead, the councils ended 1977 looking forward to a slightly higher science budget over the next few years than they had expected in January. The Government says them two £4m presents in the autumn; one for capital investment out one for current spending in 1978.

In the universities and polytechnics the continuing swing back to science and engineering provided more cheer. Admissions in most scientific disciplines were substantially up and provisional figures for next year show an increase. Extra students may, make it slightly easier for science departments to justify their recruitment of new staff and thus alleviate somewhat the acute shortage of shortening which seems to be the overriding anxiety of most university scientists.

At last in symbolic terms, another piece of good news was October's Common Market decision to site the long-rejected European Thermo-nuclear Fusion project, at Culham in Oxfordshire. In the short-term the £120m venture may provide jobs for more than 100 British scientists and engineers, and in the long term it could in the Secretary of State for Energy's words, "open up a new and virtually inexhaustible source of energy for the 21st century". But the immediate impact on British nuclear energy will be small.

New men took over at the head of three research councils. In the spring Dr James Gowans replaced Sir John Gray at the Medical Research Council, and in October Professor Geoffrey Allan and Professor J. V. L. Bennett took charge of the Science Research Council and Natural Environment Research Council respectively.

Though all three were welcomed warmly at their posts, the mysterious and insensitive manner in which Whitehall recruits people for Britain's top science jobs came in for renewed criticism. As it was, Professor Allan's selection was particularly contentious. He was chosen after the press six months before the Department of Education

## Post-school

£200m impact on youth

by Patricia Santinelli

Vocational preparation of the 16 to 19 age group was the major focus of the highest impact was made by the Secretary of State for Education, Mr Kenneth Baker, in his five-year programme, which comes into operation next September.

The £200m programme, to be viewed over 12 to 13 months, was intended to offer 23,000 young people an alternative to university, or to prepare for work or gain work experience, that under existing schemes. It was hoped this would lead to permanent employment. Each recipient was to receive an £18 a week flat rate allowance.

The system was to be operated through a series of schemes such as work preparation, work experience, community industries, and training incentive grants.

Since they were all already running Training Services Agency adult courses, which are to be phased out, work preparation, work experience, and training incentive grants were able to start immediately.

Other areas, such as setting up various work experience projects, demanded a whole new structure of planning and administration. The MSC decided on 21 area boards, the which local authorities, trade unions and voluntary aid youth services would be represented.

The question of organisation, which probably coincided with the more vociferous attacks than the Introduction. Practically none of the organisations agreed that the proposed structure would give them adequate representation and their submitted proposals contained bitter accusations of "empire building".

The MSC's only concession was to increase the number of area boards to 23 and the representation of some sectors such as the L.A.A. in a national way.

The scheme has already suffered setbacks. Its cost, initially estimated to be £200m, is now £230m. It turned out to be an annual allowance has led to an annual which the Department of Education and Science avoided facing for some time: there were to be two and four of further education students to date, the Government and UGC remain committed to guaranteeing that until medical schools achieve a take above 4000 a year by the early 1980s.

## Medical schools

universities have begun attempts to restructure medical training so that there is greater cross-involvement with the liberal arts.

But the medical schools, like the law schools, remain the gateway to America's professional elite, at a time when postgraduate qualifications are increasingly in demand but at the same time less and less able to guarantee a post-graduate job. medical schools still provide demanding training leading to a rewarding job.

For medical schools and for the rest of higher education, test scores have become increasingly important but not simply because of increasing competition (in many cases the falling birthrate is leading to a decrease in traditional college-age demographics). The pressure comes from the back-to-back movement, now sweeping America.

This movement is most forceful at primary and secondary school level; but last year it reinforced the efforts of universities are making to counter prior writing and lack of basic knowledge among entering students.

Many colleges have set up writing "clinics"; and among the leading institutions an important and rigorous debate is going on about the merits of cutting down the number of elective courses and reasserting traditional disciplines. (This has received the enthusiastic support of America's new commissioner of education, Dr Ernest Boyer.)

The change in administration at the beginning of the year had little tangible effect of higher education, except the appointment of new and

## Medical schools

Medical schools have been locked in argument with the government for months over a recently enacted Bill requiring them to accept their year American students transferring from foreign medical schools. The most prestigious schools have begun a campaign of defiance of the clause, regarding it as unwarranted intrusion into their academic authority. Congress will probably amend the clause, but meanwhile the defiant schools face a cut-off of federal funds.

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BOOKS

Composing on to canvas

The Paintings of J. M. W. Turner by Martin Bullin and Evelyn Joll Yule University Press, £65.00 until 31st December, 1977, £80.00 thereafter ISBN 0 300 02130 S

Until recently British painting was unfashionable in academic circles. It was left for the connoisseurs and critics, who wrote books for other connoisseurs and critics, and consequently the "scholar" existed in something of a vacuum. Since around the late 1950s, however, important work has been done: one thinks of R. B. Beckett's monumental edition of Constable's Correspondence, or of Ronald Paulson's willingness to take Hogarth so seriously as he deserved, which led to one of the more readable and stimulating art historical books to emerge for some while, albeit one written by a professor of English literature. This, too, was published by Yale, and the Paul Mellon Centre for Studies in British Art appears to have encouraged a large quantity of the worthwhile recent work in the area. The Tate Gallery's joint publication of the volumes under review may well be an encouraging portent.

A catalogue of Turner's paintings can only be welcome. He was one of the most prolific of English artists, and it is a relief to find that the essential job of sorting his production has begun, although the daunting task of cataloguing work in media other than oil paint remains. The Paintings of J. M. W. Turner is in two volumes, one of text and one of plates. In a sense the latter is reminiscent of the 1975 bicentenary exhibition, a show perhaps remembered by many for the exceptional physical stamina called for in completing the course. Despite wearying its visitors, that exhibition showed conclusively how vital it was to see together representative selection from Turner's entire output. Certainly one can do something of the sort of the text, but the keepers there would be the last to claim that their collections contained every important painting Turner made.

The volume of plates acts as a kind of surrogate exhibition of all his oil paintings. There are some 550 plates, about half of which are in colour, and just glancing through them shows the ways in which Turner's art developed and how varied it was. However, it is a pity that the quality of these plates is not uniformly high. The monochrome ones are less clear than they might be, so that it is sometimes difficult to make out anything in illustrations of the late work which might conversely mean that the artist, while varying his colours, was maintaining a deliberate monotony. Some of the colour plates are close to their originals, but there seems overall a tendency to "warm" it, which makes the pictures appear too red, too orange, or too yellow (although perhaps no Turner could ever be too yellow).

The arrangement of the companion volume of text cannot be faulted. There is a short introduction which details certain of the problems involved in the publication of this catalogue in particular, followed by bibliographies of both books and articles, and exhibition catalogues to which, in various entries, reference has been made. Although the result is a comprehensive Turner bibliography it is not, nor is it intended to be, encyclopaedic. Among important omissions for example is Ronald Ziff's article on "Turner on Poetry and Painting" in *Studies in Romanticism* (1964). There is then an account of Turner's chronology, which is succeeded by the entries. These are arranged to a common pattern, with details of location, provenance, pieces of exhibition, and the history of each work.

One thing evident here is the extent to which ideas will have to remain fluid. The catalogue not only brings to light unpublished

of this most baffling of painters. The 1960s saw an attempt to rectify this. Jack Lindsay's *Turner* (1966) was at least an original approach to the biography and had the great virtue of letting the artist speak in his own words. Yet the author sometimes took a Freudian reading of paintings to a degree unconvincing to the sceptic, and this book suffered from a dearth of plates: indeed it tended not to indulge in much close analysis of the pictures.

This was not so with Lawrence Gowing's *Turner: Imagination and Reality*, also of 1966, where the subject was Turner's painting as painting. Although at times it may have appeared to have been considering the works too much from a twentieth-century standpoint this was an important, if short text which did not shy from confronting the problems of the late Turner. These texts were followed in 1969 by John Gage's brilliant *Colour in Turner: Poetry and Truth*, a series of studies restricted to the one aspect of Turner's work which was, in certain ways, a breakthrough. It gave a coherent notion of the subject, and formal analysis sustaining with no historical approach allowed it to be explored in some depth.

Furthermore, the author was unflinching in an objective art history which expressed his approval of an artist who demands to be appreciated on aesthetic grounds.

Since then there has been no major critical or biographical account of the artist. Publications have been either in the form of articles, or of essays preceding exhibition catalogues. Certainly they have been valuable, but they have also been short. Of the work yet to be published John Gage's edition of Turner's letters promises to hold the greatest interest.

So this catalogue should be the starting-point for new work on Turner. Merely browsing through it provokes speculation. For example, it seems that one consequence of Turner's sketching of around 1806-7 on the Thames was a series of generic paintings of its landscapes. *Walton Bridges* (cat. G3, 1807?) shows the midsummer scene of sheep-dipping notoriously incorporated into the foreground; *Ploughing in the Fields near Slough* (cat. 89, exh. 1809) has the silhouette of Windsor Castle looming over its agricultural confusion.

In these cases it is, for various reasons, tempting to consider their iconography against Thomson's *Sensations* and to see those and similar paintings as showing a happy peasantry gladly giving their labour in a Britannoian winter peace and plenty reign. This is surely possible. Turner not only knew his Thomson but also precisely this time was paying tribute both to him and Pope in canvases where it is instructive to note the development of one motif. The shepherd contemplating the ruins of Pope's Villa of Stourhead (cat. 72, exh. 1808) appears concerned to recall Pope's Arcadian Shepherd and there is a similar group in the large and extraordinarily beautiful *Thames at Abolton* (cat. 86, exh. 1809). We learn from the entries in the catalogue that the elegiac and pastoral associations of Pope's Villa were not only intentional, but recognized by contemporaries to exist. So if Turner understood Poussin's iconography as stating that people died but Arcadia remained, perhaps he is striving to state that Pope's Villa is to show how the peasantry they in their poems (*The Seasons* and *Windsor-Forest*) had predicted was now, in something like *Ploughing in the Fields near Slough*, a reality.

If this coding is anywhere near correct then the study of painting means that they represent how the artist during the 1800s evaluated the Thames-side landscape: the generic does involve fixed concepts. Perhaps the last of the generic works is *Frosty Morning* (cat. 83, exh. 1813) which is abstracted and unlike the Thames paintings, unloved. After this Turner seems to have abandoned them. Here, too, still are, extremely useful.

However, it is virtually true to say that once Poussin there has been almost no general critical, rather than biographical examination

of the paintings in other contexts. For instance we may follow (in a conveniently condensed form) and observe the consequences of Sir George Beaumont's vituperative campaign against Turner. Evelyn Joll has changed his mind since cataloguing the same painting because, as he gracefully admits, new evidence has been brought to light. These accounts of the works incorporate both a useful summary of recent literature and, notably, reference to contemporary critical opinion. As the authors acknowledge, for this they owe "an incalculable debt" to Frances Bullin, who did the research. What she has given us is an idea of the response to Turner throughout his career. Rather than the black and white portrait of the artist who begins as the prodigy who can do no wrong, but ends as the target for the derision of all his Ruskin, the reality, as we might expect, is greyer. Already in 1806 *The Falls of the Rhine at Schaffhausen* (catalogue 63) was derided as "a wild incoherent production", yet what John Reynolds and Luke Herrmann to the market several good introductions (for instance those by Graham Reynolds and Luke Herrmann) to his life and art, and before the publication of this catalogue those which had accompanied the various bicentenary exhibitions were (and still are) extremely useful.

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of 1812) is about the fallow of oil painting being inevitable. Does this do justice to the abandonment of an English do with the renewal of a Golden Age? It could explain why Turner in this later 1810s extolled the glories of his native scenes through pictorial association, by painting, for example, *Crossing the Brook, View above the Towers*, as a Classical. With the paintings of the 1800s it appears at least worth while to approach them from this point of view of subject-matter. Yet Turner made this difficult to do while he was in the process of painting. It is justifiable to suppose that his late habit of piecemeal composing on to the canvas in the varnishing days before the opening of the Royal Academy exhibition makes a mockery of any idea of subject matter to him at the time. Or, as this was something he perhaps subject once he had been gradually ceased to have for any importance. In pondering such problems the catalogue is impressively helpful, although one question concerning iconography remains.

We now observe through the plates Turner's straddling of the "Claudian" compositional scheme, whether it meant anything to a matter for conjecture. Maybe it did: recent studies have shown that *The Fighting Temeraire* (see *Art Quarterly* 1972) and *Rain, Steam, and Great Bridges* (1972) have an accessible iconography. Is this going to be the case with other contemporary works?

It would be fair to see the latter as an experiment in abstraction, where paint on canvas is noticeable first and foremost, and this is deliberate, as applied pigment. To understand the linkage (if any) between technique and subject, someone is going to have to study closely, as Evelyn Joll advances in his introduction to the catalogue, Turner's technique. This could improve our understanding of late, abstracted works (for instance, *Rain, Steam, and Great Bridges* (cat. 184) 1840) where one idea is all we have. Even here it derives from the presumed recognition of a significant element in relation to which they can be defined.

If this is debated we are left with an abstract arrangement of pigment on canvas: yet even in unambiguously representational works Turner creates problems. In the subtle and beautiful *Towers on a Flat Paint Surface* is enlivened by the impasted rays of a dying sun, often of a kind quite different from those made by George Elton's brush. This discrepancy of judgments is confessed, and is the main preoccupation of the book. Turning to a page at random I find the following statement about *Silas Marner*: "... thus George Elton's severe rebuked for hoping that the detested will be found dead—and yet death is not necessarily evil and might be the best thing for Mully and for Durley." Or of the ending of *The Mill on the Floss*: "... in

starkly identified his numerous quotations. He provides no comprehensive list of Simons's references, but makes no attempt to exclude, especially a second one on Newman. He has managed to print most of the essays entire. Simons's criticism is interesting irrespective of subject-matter. He writes on Dante, Chaucer and Shakespeare, and in these he shows remarkable erudition. He will earn a wider reputation than he had in his own lifetime when the custom of anonymity and the small circulation and short life of the periodicals which he contributed prevented on them and later for his contribution to the understanding of Shakespeare's history plays.

Dr Carroll has availed himself of selection of his work, written an excellent Introduction, and pointed

Richard Simpson, who sometimes signed himself Scholasticus, is first and foremost an intellectual, a perceptive reader and an acute logician on the lookout for excess or absurdity. He will earn a wider reputation than he had in his own lifetime when the custom of anonymity and the small circulation and short life of the periodicals which he contributed prevented on them and later for his contribution to the understanding of Shakespeare's history plays.

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BOOKS

Walking on the spot

G. K. Chesterton: The Critical Judgments (1900-37) edited by D. J. Conton Antwerp Studies in English Literature, £30.00 ISBN 84 399 5927 3

This bland and bloated academic volume surprised me less by its contents than by the fact of its appearing at all. It is simply a generous selection of contemporary reviews of G. K. Chesterton's books written when they first came out, and it is closely modelled on the Critical Heritage series. Editorial presence is confined to identifying identifiable contributors and news-heralds. Of course there is no opening of the Royal Academy exhibition makes a mockery of any idea of subject matter to him at the time. Or, as this was something he perhaps subject once he had been gradually ceased to have for any importance. In pondering such problems the catalogue is impressively helpful, although one question concerning iconography remains.

Nevertheless the 550 pages of reviews selected here—only "the tip of the iceberg," warns the editor—confirm how popular he was. Remembered now as the creator of *Father Brown* and *The Man Who Knew Too Much*, the immensely prolific and versatile journalist, commemorated in these pages has been largely forgotten—an Edwardian museum-piece, a bygone expert in dogmatic whimsy. The books reviewed here include poetry books, essays, novels, biographies, plays, works of Christian polemic and literary and art criticism, as well as detective stories and an autobi-

The Novels of George Eliot by Robert Liddell Duckworth, £7.95 ISBN 0 7156 0991 0 Thomas Hardy: Art and Thought by F. B. Pinion Macmillan, £9.95 ISBN 0 335 19730 5

These two books on Victorian novelists which have only their price and their expediability in common, Robert Liddell's is a conventional critical monograph. He confesses that his approach is "old-fashioned and, in his own words, 'mainly aesthetic'." In fact, much of it is not aesthetic at all. It is concerned with making moral judgments on George Eliot's characters, often of a kind quite different from those made by George Elton himself. This discrepancy of judgments is confessed, and is the main preoccupation of the book. Turning to a page at random I find the following statement about *Silas Marner*: "... thus George Elton's severe rebuked for hoping that the detested will be found dead—and yet death is not necessarily evil and might be the best thing for Mully and for Durley." Or of the ending of *The Mill on the Floss*: "... in

Richard Simpson as Critic edited by David Carroll Routledge & Kegan Paul, £9.50 ISBN 0 7100 8514 1

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graphy. He became an immediate success on the publication at the turn of the century of his first books, *The White Knight* and *The Defendant*, and continued to exert his good-humoured authority over the British middle-class reading-public until his death in 1936. The reviews of the first books show how immediately representative he became—the intellectual showman and master of eccentric paradox seemed central to his readers, if only as a defuser of their deepest prejudices (where Kipling drew on their anxieties). On his death T. S. Eliot wrote a joyful obituary—initially in *The Tablet*—in which he claimed that Chesterton's real importance lay in representing for the best part of a generation "the ideas for his time that were fundamentally Christian and Catholic." But he was not representative in that way. He represented causes rather than ideas and an escape route to certain beleaguered values—like romance, belief, spirit, humour, old certitudes and warm prejudices shaken by the secular reformers and utilitarians. His joviality, his appetite, his amiable grotesquery of person, his gentlemanly eccentricity, were more important than the ideas which he was a conduit for. I think it is one of his best books, *The Defendant*—one finds his munificence and intellectual play fully fledged. One finds the brisk trade in paradox, the defence of the indefensible, the logical conjuring tricks, the vindication of the banal, and that agile gait of appalling optimism. They stay faithful unto death. So the monotony of the reviews—whether favourable or unfavourable does not matter—reflects something

Consequently, front look to look, year in year, and reviewer to reviewer, the tone and tactics of the reviews hardly change. There is a sense of walking on the spot. This may be because Chesterton too spent an inordinate amount of time walking on the spot. He certainly never "developed." As early as his first book of essays, *The Defendant*—one finds his munificence and intellectual play fully fledged. One finds the brisk trade in paradox, the defence of the indefensible, the logical conjuring tricks, the vindication of the banal, and that agile gait of appalling optimism. They stay faithful unto death. So the monotony of the reviews—whether favourable or unfavourable does not matter—reflects something

Wise, but only in patches

Mr Liddell confesses that his chapter on *Middlemarch* consisted "only" of "glorifying" gathered after the fashion of other, more energetic critics. The whole of F. B. Pinion's book on Hardy is a sort of glorifying, and it must be said, not a little blundering about in the scrub. It is interesting to see that George Elton's opinion and that of George Eliot's. They are not a part of an "aesthetic" approach to George Eliot's fiction.

"This book is 'surprisingly' written, in a vein of neglected, but not unimportant, criticism. It is a welcome freedom from much that is not aesthetic at all. It is concerned with making moral judgments on George Eliot's characters, often of a kind quite different from those made by George Elton himself. This discrepancy of judgments is confessed, and is the main preoccupation of the book. Turning to a page at random I find the following statement about *Silas Marner*: "... thus George Elton's severe rebuked for hoping that the detested will be found dead—and yet death is not necessarily evil and might be the best thing for Mully and for Durley." Or of the ending of *The Mill on the Floss*: "... in

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The critic scholasticus

Hugo, Longfellow, Thackeray, Tennyson and the Brownings are particularly fascinating for their combination of topicality and an enviable perspective. It can only come with time. His intellectual's disdain for dubious notions results in judgments of memorable pungency and humour. Though he is up vulgarly, it is the visible universe, and then proceeds to protest against it. "Mr Browning's fancy is rather nearly than uncouthly coarse," says the reviewer, "but it is the very different literary phenomena of courtly love in Dante and Chaucer. Reproduced from typescript this 350-page volume of unedited letters seems expensive, though being stitched and well bound it should wear well."

Reason and justice, clear observation, and avoidance of self-contradiction, are the qualities he admires. Carroll supplies in his introduction all that is needed to understand Simpson's position as a liberal

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Folk lore

Popular Literature: A History and Guide by Victor E. Neuburg Penguin, £1.25 ISBN 0 14 02 1837 8

This short book is a valuable guide over a large and developing subject, if a still neglected one. It surveys the scene from the beginning of printing to the end of the nineteenth century, and, for the nineteenth century, the task is a manageable one, includes original specimens of popular literature: so, it is also the beginning, anyhow, of an anthology for its own subject. This is particularly sensible and useful at a time when books about popular literature are proliferating, while the literature they are about is still in large part inaccessible.

Popular ballads, the best-loved, pamphlets, chapbooks and the popular or mass fiction of the nineteenth century appear prominently, and there is also a valuable discussion of the big books about educational classics which played an important though unstudied part in the mass reading public of the later nineteenth century, and in some ways supplanted it. Besides this, there is a useful if somewhat unsympathetic appendix on religious tracts.

Inevitably, such discussions are cursory, but they do much to show the changing contours of the popular literature scene over the course of time, and to point out the structures, seen increasingly to be complex ones, that have governed writing either from the people or the one hand or for them—the other. The numerous illustrations, well produced and varied (and some of them truly delightful) help here.

Finally, there is a very substantial annotated booklist, which will be invaluable for scholars and also for students who must learn to turn towards this section of their holdings, and facing the difficult task of building up their primary material for work in these fields.

The aspect of the book most open to debate seems to be what the author notes in his very first line as a wish "to define" the list of popular literature itself. It is the main interest of it to "show the Complexions of the Times" (as Selden realized it did), to have "acquainted a commentary from below the developing roster of... working-class readers"? Fairly steady, this is Mr Neuburg's first interest, and his references to literary quality are rare and not uninvolved. One printed strike the present-day reader as dull.

The probability is that the historians on the one hand, and the "specialist bibliographers" on the other, are in fact going to dominate this field, and leave the student of literature as such with the hope, for the sake of all husbands in the country, that their conclusions will be different from his.

Patrick Swinden

Richard Simpson, who sometimes signed himself Scholasticus, is first and foremost an intellectual, a perceptive reader and an acute logician on the lookout for excess or absurdity. He will earn a wider reputation than he had in his own lifetime when the custom of anonymity and the small circulation and short life of the periodicals which he contributed prevented on them and later for his contribution to the understanding of Shakespeare's history plays.

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BOOKS

Extra-mural activities

Revolutionary Law and Order: Politics and social change in the USSR by Peter H. Juviler...

That Russians are as sinful as other human beings seems to me to be beyond any reasonable doubt.

The story of Soviet criminality, and the official response to it, is the subject of Dr Juviler's book Revolutionary Law and Order.

Much of the historical material in this book is already known to Western scholars, but it is good to have so many strands brought together in one volume.

The Brezhnev period has on the whole been more gloomy. Days against public disorder, labour discipline, pilfering, backed by an increase in the law enforcement machinery.

Soviet playing fields, unlike the labour camps, enjoy a full share of official publicity; indeed, the feats of Soviet sportsmen are an integral part of the national propaganda effort.

He begins by showing that organized sport was well developed before the revolution; Russia was a founding member of the modern Olympic movement.

Under the Soviet regime sport was quickly militarized and tied in with the defence of the Motherland in other words, the defence of the Bolshevik cause against its enemies.

Party control of sport was extended in much the same way as its control over other means of Soviet life—through staffing, administrative intervention and centralization.

The progress registered allowed the USSR to enter the Olympic Games arena in 1952, with the aim of demonstrating the superiority of socialist over bourgeois sport.

Rivkind devotes much of his book to the contemporary problems and success of the movement on its role in foreign policy. The Soviet commitment to sport is best measured by success in international competitions.

Mervyn Matthews

American diplomacy

From Nationalism to Internationalism: US Foreign Policy to 1914 by Akira Iriye...

Professor Akira Iriye's book differs slightly from most of its predecessors in the series, Foreign Policies of the Great Powers.

Only in the first chapter of the book does Iriye deal with the period before the Civil War. Here he distinguishes "five dimensions of the American perceptions of the world—geopolitical concerns, internationalist ideas, concrete national interests, special (i.e. group) interests, and "miss culture".

What is not clear here is whether Iriye sees the "ideas, assumptions and images" in which he is interested as constituting "foreign policy" in themselves or as inevitably leading to certain diplomatic actions.

John Thompson

We apologise to our readers for the fact that this space is blank because of the unofficial action by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers.

A drawing of a huntjagbird, from Lessor's Oiseaux-Mouches (1831); one of many illustrations in Zoological Illustration by David Knight, published by Wm Dowson at £10.00.

The road no longer leads to Moscow

Eurocommunism and the State by Santiago Carrillo...

This is a book which is ostensibly dealing with one of the main problems of Marxist theory—the critique of the modern, parliamentary bourgeois state.

For the non-communist readers therefore this is not a book from which they can hope to learn anything. The voters and leaders of Western democratic socialist parties do not need instruction in democracy.

Ultimately Carrillo's chief doctrine falls back on the orthodox communist theory of state monopoly capitalism (SMC), a doctrine for the most part unnoticed by bourgeois commentators.

It is also important to note that, despite the flamboyant presentation, this is a despatch last thing for PCE. The Spanish Communist must appear to be democratic and to fill a gap in the literature very satisfactorily.

The second half of the edited proceedings of a seminar at the Australian National University in 1974, where complexity was taken in a broader sense than the computing sense used for a given program.

It is very instructive to see the graphical displays of the simulated processes, and later sections deal with the winding road for this Monte Carlo integration.

The book makes out a good case for grouping such considerations as a new subject and as well as more extensive papers on programming and information retrieval.

They may, or may not, improve. The most frequently asked question is whether the qualitative variables are independent or not.

As well as being a useful reference for the historian of scientific-century physics and mathematics, this is surprisingly still a very good text for third-year postgraduate mathematics students to learn tensor calculus and differential geometry.

W. D. Miller £10.95 HARVESTER PRESS

BOOKS

At random

Computational Feasibility and Simulation by S. Yakovlev...

Since science finds itself unable to confine its attention to deterministic phenomena, the question naturally arises, given the immense and growing amount of the digital computing—a highly deterministic machine—how to apply computation to random processes.

Now it is quite easy to program a computer to calculate a sequence of numbers which appear to the casual observer to be a random sequence. Indeed, these "pseudo-random numbers" are judged by many standard statistical tests to be random sequences.

More generally, any such program will contain the same error in any one stage, there is eventually repetition, and after that the same numbers will repeat.

According to Yakovlev, the second part of the book, entitled "Statistical theory" is not equipped to test hypotheses containing non-random processes.

It is very instructive to see the graphical displays of the simulated processes, and later sections deal with the winding road for this Monte Carlo integration.

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C. W. Kilmister

Ring systems

Heteroaromatic Nitrogen Compounds: the Azoles by K. Schofield, M. R. Grinnell and H. T. Keene...

Readers who are familiar with Professor Schofield's earlier (1967) book on pyrazoles and pyridines will know exactly what to expect from this one—an authoritative, scholarly and detailed work of reference in which the literature is covered critically and very thoroughly.

Although it is written just about as well as a book of this kind can be, as we would expect from the senior author, it is still primarily a book for the specialist, or for reference, rather than for the student or general reader.

It is an important book. Heterocyclic chemistry is a major part of organic chemistry, in terms of its extent, its theoretical, practical and biological importance, and research activity.

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C. J. Isham

Calculus

The Absolute Differential Calculus by T. Levi-Civita...

This is a photographic reprint of the 1926 English translation (by Marjorie Long) published by Blackie. The tensor calculus, as formulated in it, is essentially the work of Ricci, who elaborated it in his first volume in 1901.

The book provides an authoritative and definitive account of the chemistry of simple azoles as is possible in its remarkable succinct form. There are about 250 pages of text, 100 pages of tables (listing compounds, melting points, boiling points and reference numbers) and 70 pages of references covering the literature up to September 1974.

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C. W. Rees

Specialist

Physical Chemistry by V. F. Fieser, U. Mullis and H. F. Hamaker...

It is inevitable that a book such as this should be compared with texts at present being used and for which it might be a replacement. It might be unrealistic to have Fieser's book into the discussion although it has done good service and no doubt still has its devotees.

The section on chemical kinetics is comprehensive although polymerizations are hardly mentioned. The treatment of some fundamental topics, such as order of reaction and its significance, might be regarded as disappointing.

The present book has obvious merit but it might not be suitable for many of the students who are required to take courses in physical chemistry in order to obtain a working knowledge and application of the subject for application in other fields.

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John Bevington

This week's Reviewers

John Bevington, professor of chemistry at the University of Lancaster, is author of Radical Polymerisation; Hugh Houghton lectures in English at the University of York; John Holloway is a fellow of Queens' College Cambridge and professor of modern English;

C. W. Kilmister is professor of mathematics at Kings College London;

C. W. Rees is professor of organic chemistry at the University of Liverpool;

Miclael Rosentof is lecturer in art at the University of Warwick.

TRADE UNIONS

Just published The Kept Men? The First Century of Trade Union Representation in the British House of Commons, 1874-1875

W. D. Miller £10.95 HARVESTER PRESS

C. W. K.



# Classified Advertisements Index

Appointments vacant  
Universities  
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## Universities

**PAPUA NEW GUINEA**  
University of Technology  
DEPARTMENT OF ACCOUNTANCY AND BUSINESS STUDIES

**LECTURER/ SENIOR LECTURER IN DATA PROCESSING**  
Applications are invited for the above-mentioned post to teach computer programming and systems within a new computer studies stream being established in 1978. The languages to be taught are PL/I and a HIGH LEVEL LANGUAGE. The applicant may be from the sciences or be prepared to study Government and commercial accounting and statistics. The duties of the post will be to instruct students in the use of the computer and to be involved in the development of the course. The post holder will be an academic staff member with the balance of his work to be devoted to supervising students in the use of the computer and to the development of the course. The duties of the post will be to instruct students in the use of the computer and to be involved in the development of the course. The duties of the post will be to instruct students in the use of the computer and to be involved in the development of the course.

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## UNIVERSITY COLLEGE GALWAY

**PROFESSORSHIP OF ANCIENT CLASSICS**  
**PROFESSORSHIP OF APPLIED GEOPHYSICS**  
**PROFESSORSHIP OF MODERN ENGLISH**  
**LECTURESHIP IN LAW**  
Applications are invited for the above, full-time statutory posts.  
Salary Scales: Professorship, £8,562 by (8) to £10,078. Lectureship, £6,394 by (8) to £8,461.  
Marriage and family allowances are also payable. Closing date for receipt of applications for Professorships of Ancient Classics and Modern English and Lectureship of Applied Geophysics: February 1, 1978. Further information may be obtained from the Registrar.

## UNITED STATES

**UNIVERSITY OF OKLAHOMA**  
DEPARTMENT OF GEOGRAPHY  
Applications are invited for the post of VISITING ASSISTANT PROFESSOR in the Department of Geography, University of Oklahoma, Norman, Oklahoma, U.S.A., for the academic year 1978-79. The post is for a period of one year, commencing in August 1978. The applicant should have a Ph.D. in Geography and be qualified to teach and supervise graduate students in the field of Geography. The post holder will be expected to teach and supervise graduate students in the field of Geography. The post holder will be expected to teach and supervise graduate students in the field of Geography.

## UNIVERSITY OF ILLINOIS OPEN POSITION IN EDUCATION

Associate of Full Professor in the College of Education. The specific field of specialization is less important than an ongoing record of productive scholarship and prominence in an applicant's area of interest. Evidence of ability to work with advanced graduate students is also required.  
Rank will be provided in the most appropriate of the College's departments: Administration, Higher and Continuing Education, Secondary Education, Special Education, Educational Policy Studies, Elementary and Early Childhood Education, Educational Psychology, Vocational and Technical Education. Candidates should indicate which department they think most appropriate in their interests. Appointment to any department requires responsibility in teaching, research, and service. Duties will be established in line with the successful applicant's specialization, training, and interests. Salary will be competitive depending on qualifications. The University of Illinois is an affirmative action, equal opportunity employer.  
Deadline August 21, 1978. Applicants must have a earned doctorate or foreign equivalent; should indicate their reasons for applying; must submit a complete record of academic work (transcripts, publications, professional organization activities, teaching evaluations, honors, etc.); must submit one or two recent publications; and must write for us in a cover letter of recommendation from a prominent figure in their area(s) of expertise. Candidates for receipt of all materials: March 1, 1978. Address: Professor Joe H. Gurnett, Chairman, Search Committee, 110 Education Building, University of Illinois, Urbana, Illinois 61801, U.S.A.

## University of Oxford Hertford College

**Bursar**  
The bursar is responsible for the non-academic management of the college. If suitably qualified he/she will be an Official Fellow and will receive the appropriate salary on the University Lecturer scale (up to £7,087) with allowances. Enquiries and applications by 27th January, 1978, to the Principal.

## CANADA THE UNIVERSITY OF VICTORIA

**LECTURER IN PHYSICS**  
Involve as soon as possible. Applicants should have a first class honours degree in Physics or Electronics. Preference will be given to candidates with a higher degree and whose research interests lie in the field of Physics. Applicants should submit a copy of their curriculum vitae to the Chairman, Department of Physics, University of Victoria, Box 1800, Victoria, B.C., Canada. V8W 2Y2. Further details can be obtained from the Registrar in writing to the Registrar on their behalf.

## HONG KONG THE UNIVERSITY

Applications are invited for the following posts in the Department of Education, University of Hong Kong, Pokfulam, Hong Kong.  
**CHAIR OF FINE ARTS**  
The Chair of Fine Arts is a statutory post. The holder will be expected to teach and supervise graduate students in the field of Fine Arts. The post holder will be expected to teach and supervise graduate students in the field of Fine Arts.  
**LECTURESHIP IN PHYSICS**  
Involve as soon as possible. Applicants should have a first class honours degree in Physics or Electronics. Preference will be given to candidates with a higher degree and whose research interests lie in the field of Physics. Applicants should submit a copy of their curriculum vitae to the Chairman, Department of Physics, University of Victoria, Box 1800, Victoria, B.C., Canada. V8W 2Y2. Further details can be obtained from the Registrar in writing to the Registrar on their behalf.

## THE UNIVERSITY OF JUBA SUDAN

Applications are invited for the following posts in the College of Economics and Social Studies:  
(1) OMAN.  
(2) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN POLITICAL SCIENCE.  
(3) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN DEMOGRAPHY.  
(4) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN GENERAL SOCIOLOGY AND ECONOMIC GEOGRAPHY.  
(5) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN ECONOMICS.  
(6) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN SOCIOLOGY, ANTHROPOLOGY.  
(7) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN ADMINISTRATION AND MANAGEMENT.  
(8) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN ACCOUNTING.

## KENYATTA UNIVERSITY COLLEGE KENYA

Applications are invited for the following posts:  
**Associate Professor CHEMISTRY DEPARTMENT**  
Candidates must have a Ph.D. in Chemistry and considerable experience of University teaching at the postgraduate level. Applicants should also have had some involvement in the teaching of secondary school teachers. Preference will be given to those who are qualified in one of the areas of Physical Chemistry.  
**Associate Professor PHYSICS DEPARTMENT**  
Applicants should have a Ph.D. in Physics and have substantial teaching and research experience. Research specialties will be considered. Applicants will be expected to teach graduate and undergraduate students, to play an active role in the development of all academic activities of the College.

## THE UNIVERSITY OF THE WEST INDIES TRINIDAD

Applications are invited for the following posts in the Department of Agriculture, University of the West Indies, Trinidad:  
**ASSISTANT LECTURER IN THE DEPARTMENT OF AGRICULTURE**  
Preference will be given to candidates with a first degree in animal science or veterinary medicine with postgraduate qualifications in animal production or related fields. The post holder will be expected to teach and supervise graduate students in the field of Agriculture. The post holder will be expected to teach and supervise graduate students in the field of Agriculture.

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## Universities continued

### THE UNIVERSITY OF JUBA SUDAN

Applications are invited for the following posts in the COLLEGE OF NATURAL RESOURCES AND ENVIRONMENTAL STUDIES:  
(1) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN FORESTRY, WILDLIFE, FISHERIES, AQUACULTURE, SOIL SCIENCE, AND RANGELAND MANAGEMENT. Preference will be given to a Scientist.  
(2) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN PHYSIOLOGICAL BOTANY AND RANGELAND MANAGEMENT (with a knowledge of rangeland administration).  
(3) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN RANGELAND MANAGEMENT.  
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(16) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN RANGELAND MANAGEMENT.  
(17) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN RANGELAND MANAGEMENT.

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(16) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN RANGELAND MANAGEMENT.  
(17) PROFESSOR / READER / SENIOR LECTURER / LECTURER IN RANGELAND MANAGEMENT.

## UNIVERSITY OF CAPE TOWN TECHNICAL MANAGER

Applications are invited for the post of Technical Manager who will be responsible to the Director, Institute of Oceanography for:  
- Technical supervision of the Institute's research vessel, Thomas S. Davo, to maintain optimum efficiency of scientific work on sea.  
- Technical advice and assistance in scientific and technical work in the Institute.  
- Initiation in design, construction, modification, operation and maintenance of equipment required for scientific research in the marine environment.  
Candidates should be competent in mechanical, electrical or electronic technology, preferably with experience of marine applications. Above all, the Technical Manager must be prepared to work as an individual and as part of a team. He must possess highly developed initiative, inventiveness, resourcefulness, cooperation, patience and tenacity.  
The successful candidate will be responsible for the maintenance of the scientific fleet (R/SB-018, R/SB-019, R/SB-020, R/SB-021, R/SB-022, R/SB-023, R/SB-024, R/SB-025, R/SB-026, R/SB-027, R/SB-028, R/SB-029, R/SB-030, R/SB-031, R/SB-032, R/SB-033, R/SB-034, R/SB-035, R/SB-036, R/SB-037, R/SB-038, R/SB-039, R/SB-040, R/SB-041, R/SB-042, R/SB-043, R/SB-044, R/SB-045, R/SB-046, R/SB-047, R/SB-048, R/SB-049, R/SB-050, R/SB-051, R/SB-052, R/SB-053, R/SB-054, R/SB-055, R/SB-056, R/SB-057, R/SB-058, R/SB-059, R/SB-060, R/SB-061, R/SB-062, R/SB-063, R/SB-064, R/SB-065, R/SB-066, R/SB-067, R/SB-068, R/SB-069, R/SB-070, R/SB-071, R/SB-072, R/SB-073, R/SB-074, R/SB-075, R/SB-076, R/SB-077, R/SB-078, R/SB-079, R/SB-080, R/SB-081, R/SB-082, R/SB-083, R/SB-084, R/SB-085, R/SB-086, R/SB-087, R/SB-088, R/SB-089, R/SB-090, R/SB-091, R/SB-092, R/SB-093, R/SB-094, R/SB-095, R/SB-096, R/SB-097, R/SB-098, R/SB-099, R/SB-100, R/SB-101, R/SB-102, R/SB-103, R/SB-104, R/SB-105, R/SB-106, R/SB-107, R/SB-108, 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## More practical training planned for barristers

by Judith Judd

A rule to prevent students from repeating in their vocational course subjects which they have already taken in their degrees has been proposed by the Council of Legal Education.

The rule, which will come into effect in September, 1979, forms part of the latest proposals for the development and reform of the vocational course for barristers at the Inns of Court School of Law.

The council says that it is aware that this may affect the pattern of choice of optional papers in degrees studies, but it believes that universities and polytechnics will share the object of ensuring that practising barristers have received as broad an education for their tasks as possible.

The council is introducing the rule to help free degree studies from pressures that may arise from students choosing subjects to reduce their work at the vocational stage of training.

It is an attempt to answer academic critics who have argued that the hold of the profession over the subjects to be studied results in a training which is too narrow.

A possible problem in identifying "repetition" is foreseen by the council, which says that difficult

cases will have to be worked out between itself, the universities and the polytechnics. "It is hoped that they can be worked out cooperatively with the aim of ensuring a broad legal and intellectual education rather than with any restricted spirit of granting exemptions."

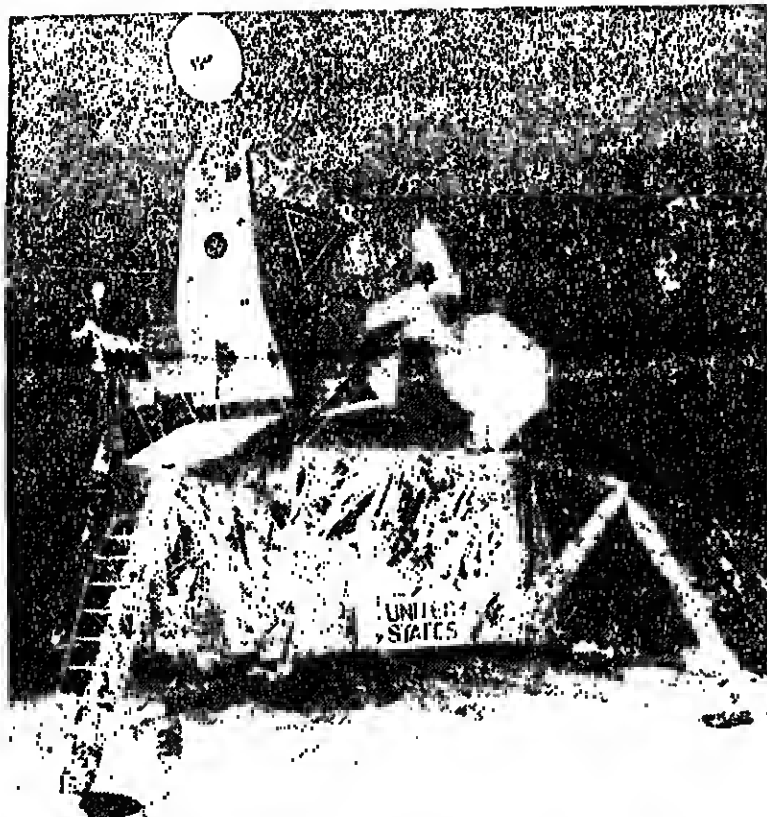
One exception to the proposed rule will be the law of evidence. Evidence will be taught in the vocational stage with a view to the needs of the practitioner.

The new vocational stage will lay greater emphasis on practical training. The course will be extended by six weeks, and will begin in September and end in early July. The extra time will be devoted to practical training.

A senior post has been created at the School of Legal Education to help the development of practical exercises and the use of films.

On EEC law, the council says it still intends to convert the present half-paper into a full paper, but does not feel that this should be done next year.

The list of optional papers in the new course will be kept under review, since the council wants to ensure that subjects chosen by a student will be satisfactory to the Law Society if the student wants to transfer to the solicitors' branch.



A full-sized model of the lunar lander used by astronauts Neil Armstrong and Edwin Aldrin when they made the first manned landing on the moon in 1969 is on display at the Science Museum, London, as part of the new major exhibition on exploration.

## Honorary Open degree for Sir Charles

by Maggie Richards

A scientist, a conductor and an actor among those who will be receiving honorary degrees from the Open University during 1979. Also among those who accepted nomination for Open University honorary degrees are former BBC director general Charles Curran, Mrs Una founder of Dilton's, The Banksmith, and Mr Devereux, director of the Literacy Resource Agency.

The honorary graduates receive their degrees at ceremonies held in various parts of the country during the summer. Many degrees are awarded by Open University for service to the university, or to the community at large.

The award of honorary degrees at the university goes to Prof R. V. Jones, of Abercrombie United, who as a young scientist detected the beams being used for military purposes by Germany during the Second World War.

The title is also awarded to Charles Curran, resident conductor of the Royal Liverpool Philharmonic Orchestra and associate director of the Royal Philharmonic. Mr Jack Ashiter, the Labour MP who has campaigned vigorously for social justice for many years, receives an honorary MA degree.

The full list of recipients of honorary degrees is as follows: Honorary doctorates: Sir Charles Curran, director general of the BBC from 1974 to 1977; Sir Charles Jones, CBE, conductor of the Royal Liverpool Philharmonic; Prof R. V. Jones, CBE, physicist; Mrs Una Dilton, founder of Dilton's; The Banksmith; and Mr Devereux, director of the Literacy Resource Agency. Honorary MA: Mr Jack Ashiter, MP for Stoke-on-Trent S; Mr Ian Wright, chairman of WUS (UK); Sir Charles Curran, CBE, conductor of the Royal Liverpool Philharmonic; Prof R. V. Jones, CBE, physicist; Mrs Una Dilton, founder of Dilton's; The Banksmith; and Mr Devereux, director of the Literacy Resource Agency. Honorary BA: Mr Robert Hugh Little, editor of the first television news programme, the first television news programme, the first television news programme, the first television news programme.

## Keswick Hall and UEA see benefits in merger plan

A merger between Keswick Hall College of Education at Norwich and the University of East Anglia came one step nearer earlier this month.

Academic proposals for incorporation have been agreed in general by the Senate of the university and the governors of the college. Now joint discussions will proceed on staffing, the site, and the college's relationship with the Church of England.

Merger discussions began earlier this year after Mrs Shirley Williams, Secretary of State for Education and Science, suggested that the possibility of incorporation should be investigated.

The move reflects her policy that where possible teacher education should be integrated into higher education. The DES has asked the college to reduce its teacher training places from the present 700 to approximately 450 by 1981.

The university council has decided that the merger should take the form of the creation of a School of Education, initially situated at the Keswick Hall site. The proposed merger date for this move is October, 1979.

Mr William Ehringston, the college principal, said this week that no final decision on the feasibility of a merger was likely to be taken until September or October. The

most difficult area of discussion was likely to be staffing.

A progress report on the negotiations, issued by a joint committee of university and college representatives set up to investigate the possibility of incorporation, sets out the advantages of merger.

"The university would profit from the addition of a vocational subject, from the opportunity to offer some courses in education and other areas to its existing students, and from the close links which the college has developed within the region", it says.

"Members of the college would benefit from becoming part of a wider academic community with greater resources available to both staff and students."

Keswick Hall, which was founded in 1839, is one of the oldest Church of England colleges. It has 622 full-time BEd, postgraduate certificate of education, advanced diploma, and certificate students.

There have been unofficial links between the university and the college for some time. These were formalized in September, 1974 when the first students enrolled in the college for a BEd course validated by the university.

Since then the university has validated a new three-four year BEd degree, and is in the process of considering regulations for an in-service BEd degree.

## Warning over lack of any official refugee policy

by Sue Reid

The World University Service is pressing the Government to introduce a coherent policy on refugees, the agency's annual report says today.

The report, for the past academic year, says that WUS has become increasingly involved in the work of formulating a national policy towards refugees, particularly in the area of higher education.

But it warns: "Work on previous refugee programmes has led us to conclude that the lack of coherent Government strategy for the reception and resettlement of small, or large, refugee groups has resulted in a wastage of time and expertise, both crucial in times of emergency."

Mr Ian Wright, chairman of WUS (UK), says in the report: "We have a wealth of evidence of the scale and emergency of the problem. We also have a wealth of experience, gained over the years from work with academic refugees of many nationalities, which we are eager to put at the service of a coordinated and coherent national refugee policy."

The service had been able to help hundreds of students and academics fleeing from the oppression which the Chilean military had enforced on universities. The success of this Chile Scholarship Campaign had revealed the inevitable weakness of a "one off" ad hoc approach to the problem of refugees, he adds.

WUS (UK) was able to offer

financial assistance to about 1,000 students in the past academic year, the highest year in its history. Income received nearly £3m.

This growth was reflected by more development in education initiatives on campus, and a new school-ship scheme "involving thousands of British students in helping to help their underprivileged or persecuted colleagues in the developing countries". Sixty-eight anti-racism and college, now actively supported WUS (UK) compared with 26 two years ago.

Students had been assisted abroad, including Zimbabweans, and in this country where help was offered to students from many countries, including Uganda and Indo-China.

The WUS report maintains that at least 100 Chilean refugees will finish courses in Britain each year from now until 1982. It gives details of a new recruitment programme designed to help Chilean students qualifying in Britain to find employment in other parts of the Third World, particularly Africa.

But the report concludes with an appeal for a doubling of university and polytechnic campus committees and a quadrupling of the active student membership of WUS. "We urgently need more local workers, especially from the non-university sector of higher education and we urgently need the cooperation of established student organizations—above all the National Union of Students—to promote this."

## UK 'lost as technical nation' if postgraduate work ends

A plan for the retention of postgraduate work in the universities was made by Professor John Horlock, the vice-chancellor of the University of Salford, earlier this month.

Referring to the effect on postgraduate activity of the Government's decision to increase student fees he said that Salford's postgraduate student numbers had already fallen sharply. In particular the self-supporting students.

"If we kill off research in the university sector, the whole of advanced technology will be affected throughout the world", he warned.

"Advanced technological research is based on a mesh of research workers distributed throughout the world, interacting with each other. If we pull out from this kind of activity, we shall be lost as a technological nation."

Professor Horlock argued that basic research activities in engineering and the sciences in universities were "absolutely vital to the future prosperity of this country".

He said that politicians and British industrialists placed little value on postgraduate work and qualifications. "This was in marked contrast to the attitude in the United States," he added.

## TUC names priority areas

Eight priority areas are pinpointed in a new report from the Trades Union Congress calling for a fundamental shift in adult education policy.

In a statement last week the TUC said it believed the time had come to develop a coordinated policy for continuing education.

It urges concentration on the educational needs of the young worker; a coherent system of vocational training for adults throughout their working lives; adequate opportunity for illiterate and innumerate adults to learn basic skills; and the development of "adult-co-ops" courses to enable people to play a more active role in a society.

There is a plea for specific measures to counter discrimination against women in education, along

with policies aimed at removing the social and educational disadvantages of ethnic minority groups and priority for trade union education.

The report calls for a re-examination of the present selection processes at universities and colleges. Those institutions must be prepared to provide more opportunities for mature entrants and for students without traditional entry qualifications, it says.

"The TUC is aware that these developments will have major implications in terms of resources both for facilities and for paid leave and grants. Behind this call is a belief that education should be aimed at enriching the personal lives of individual workers and enabling them to play a more sensitive role in society."

## NEXT WEEK

The failure of literacy provision in Manchester.

TUC courses in art and design examined.

H. A. Turner on "The Inequality of Pay" by Sir Henry Philip Brown.

Graduating to the factory. Should the Scottish colleges be repleved?

THE TUC'S annual report on education, published last week, calls for a fundamental shift in adult education policy. The report calls for a re-examination of the present selection processes at universities and colleges. Those institutions must be prepared to provide more opportunities for mature entrants and for students without traditional entry qualifications, it says. "The TUC is aware that these developments will have major implications in terms of resources both for facilities and for paid leave and grants. Behind this call is a belief that education should be aimed at enriching the personal lives of individual workers and enabling them to play a more sensitive role in society."

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